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ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet highlights general resources that provide an overview of the issues and dilemmas that Hispanic students face. It also includes resources focusing on the transition of Hispanic students to college and of studies of student retention and best practices for retention. Two articles cited relate to specific developmental concerns for Hispanic students. The majority of the literature on Hispanic students tends to focus on school transition and retention strategies. The annotated bibliography lists 3 Internet resources and 17 print resources from the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Hispanic Students

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Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Hispanic Students

Demographic trends illustrate that Hispanic students will be one of the largest minority populations within the United States in the 21st century. However, research shows that alarming numbers of Hispanic students do not graduate from high school, have difficulty adjusting to college life, and drop out of college. Chicanos, in particular, have a low graduation rate from high school.* Thus, there is the potential for a growing number of Hispanic students to curtail their higher education, inhibiting their socioeconomic advancement. Hispanic college students have unique experiences and concerns, as do other non-traditional cultural groups that enter college. In this bibliography, we highlight general resources that provide an overview of the issues and dilemmas that Hispanic students face. We have also included resources focusing on the transition of Hispanic students to college, and on studies of and best practices for student retention. Lastly, we highlight two articles about specific developmental concerns for Hispanic students. The majority of the literature on Hispanic students tends to focus on school transition and retention strategies since these issues appear to be of primary concern for this population.

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Internet Resources

Our Nation on the Fault Line: Hispanic American Education
http://www.ed.gov/pubs/FaultLine/
Looks at the education achievement gap between Hispanics and non-Hispanics and the demographic and cultural composition of Hispanic Americans.

No More Excuses
http://www.ed.gov/offices/OBEMLA/hdr.html
Presents findings, data and recommendations of the Hispanic Dropout Project.

LatinoWeb Resources
http://www.latinoweb.com/resources1.html

**The term "Hispanic" encompasses many different cultures and populations. The subgroup "Chicano" is a much-debated term that is not easily defined. Given the space limitations of this bibliography, the problem is simply noted.*

LatinoWeb is a virtual information center for Latino resources. LatinoWeb's mission is to empower the Latino community by providing a gateway on the Internet where private, non-profit and public sectors can exchange information freely.

Overview

ED449288
(2001). *Latinos in School: Some Facts and Findings.* (ERIC Digest Number 162).
This digest discusses the current educational status of Latino students, using data from "Latinos in Education," a report by the White House Initiative on Educational Excellence for Hispanic Americans.

ED387307
Smith, Thomas M. (1995, September). *The educational progress of Hispanic students.* The condition of education 1995, 4.
Both Hispanics and Whites have made important educational gains over the past two decades. However, Hispanics trail their White peers with respect to educational access, achievement, and attainment, although some differences have narrowed over time. This booklet summarizes data from "The Condition of Education, 1995" on overall educational trends for the U.S.

ED365206
Aguirre, Adalberto, Jr., & Martinez, Ruben O. (1994, January). *Chicanos in higher education: Issues and dilemmas for the 21st century.* (ERIC Digest). Washington, DC: ASHE-ERIC.
This monograph digest addresses Chicano participation in higher education to date and presses issues for increased participation in the 21st century.

ED397997
(1994). *Schools along the border: Education in the age of NAFTA.* EdTalk.
This report focuses on the educational implications of Mexican immigration resulting from the North American Free Trade Agreement.

Retention

EJ621100
Hernandez, John C. (2000). Understanding the retention of Latino college students *Journal of College Student Development, 41*, 6, 575-88.
Explores the retention rates of Latino college students, particularly how their experiences and environmental factors contribute to their persistence. Results reveal 11 major categories or themes, depicting a variety of interdependent relationships. The desire to succeed was expressed as the single most influential category.

EJ529951
Rodriguez, Norma. (1996, August). Predicting the academic success of Mexican American and White college students. *Hispanic Journal of Behavioral Sciences, 18*, 3,

329-42.
A model encompassing high school grades, rank, and college admissions test scores predicted first-year grade point average and academic progress for 225 Mexican American and 83 white college freshmen (but was a better predictor for whites). Mexican American achievement was also related to academic self-concept in college and to being a social science or education major.

ED394423
Velasquez, Patrick M. (1996, April 8). *The integration and persistence of Chicano students in higher education: Student and institutional characteristics.*
This paper examines the conditions of three public postsecondary institutions that support the persistence and development of Chicano students around San Diego (California): a community college campus, a state university campus, and a University of California campus.

EJ515306
Lopez, Edward M. (1995, November). Challenges and resources of Mexican American students within the family, peer group, and university: Age and gender patterns. *Hispanic Journal of Behavioral Sciences, 17*, 499-508.
A survey of 100 Mexican American undergraduate students assessed their perceptions of five challenges (and associated resources) to completing college: financial problems, domestic responsibilities, academic discouragement, and racial and gender discrimination. There were no differences between upper- and lower-division students. Males were more likely than females to report academic discouragement and racial discrimination.

EJ498138
Lango, Deborah Ramirez. (1995, February). Mexican American female enrollment in graduate programs: A study of the characteristics that may predict success. *Hispanic Journal of Behavioral Sciences, 17*, 1, 33-48.
A survey of 88 Mexican American female college seniors and graduate students found that graduate students were significantly more likely than seniors to have followed a college preparatory curriculum in public high schools where non-Hispanic whites were the majority; to report English as first language; and to have strong support of family, particularly mother.

ED380023
Haro, Roberto P., & Others. (1994, September). *Latino persistence in higher education: A 1994 survey of University of California and California State University Chicano/Latino students*. San Francisco, CA: Latino Issues Forum.
This study sought to identify and analyze critical factors in a Hispanic student's decision to persist or drop out at California state four-year institutions.

Transition

ED437014
Velasquez, Patrick. (1999). The relationship between cultural development, sense of belonging and persistence among Chicanos in higher education: An exploratory study. (ASHE Annual Meeting Paper).
This study examines the relationship among Chicano students' sense of belonging to colleges and universities, their cultural development, and their subsequent persistence. A survey questionnaire was given to a random sample of 687 Chicano students at 3 institutions of higher education in San Diego.

ED373663
Hurtado, Sylvia, & Others. (1994, May). *Latino student transition to college: Assessing difficulties and factors in successful college adjustment*. AIR Annual Forum Paper.
This study explores the factors that affect Latino college student experiences in the first year of college and adjustment in the second year of study when many minority students drop out.

EJ488553
Solberg, V. Scott, & Others. (1994, August). Social support, stress, and Hispanic college adjustment: Test of a diathesis-stress model. *Hispanic Journal of Behavioral Sciences, 16*, 3, 230-39.
Among 394 Mexican American and Latino college freshmen and sophomores surveyed, academic stress, social stress, and perceived availability of social support account for 59 percent of variance in college adjustment. Contrary to the diathesis-stress model, social support did not moderate the relationship between stress and adjustment.

EJ488544
Saldana, Delia H. (1994, May). Acculturative stress: Minority status and distress. *Hispanic Journal of Behavioral Sciences, 16*, 2, 116-28.
A survey of 177 Hispanic and 93 Anglo college freshmen examines acculturative stress within a multivariate framework that includes social class, gender, and ethnicity as precursor variables; demographic and psychological indexes of acculturation; college role stresses experienced by most students; and minority stresses especially relevant to minority students.

Development

ED454002
Jackson, Tamatha. (2000). *Hopes versus reality: A study of Anglo and Hispanic students' expectations of the benefits of college education.*
This paper examines whether Hispanic Americans are more likely than Anglo Americans to view college education as a major component in job attainment. The study reviewed data from the U.S. Bureau of Labor Statistics and surveyed 86 undergraduate students at Texas A&M University.

ED400498
Liu, William M., & Sedlacek, William E. (1996). *Perceptions of co-curricular*

involvement and counseling use among incoming Asian and Pacific and Latino American college students. (Report No. 7-96).
Latinos and Asian Pacific Americans (APAs) are increasing in numbers throughout the United States. This study reports on a survey administered to 350 APA and 119 Latino American students entering a large east coast university. Significant differences between APA and Latino students emerged.

ED375721
Villalpando, Octavio. (1994, November 9). *Comparing the effects of multiculturalism and diversity on minority and white students' satisfaction with college*. Paper presented at ASHE Annual Meeting.
This study examines whether and how an institution of higher education's emphasis on diversity affects students of color differently from white students.

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